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ABSTRACT

The role individual psychological motives play in failure in learning was studied through a survey of students of English as a Second Language at a Saudi Arabian university. Students who scored about 80% and those who scored lower than 60% (the passing grade) on an English language examination were interviewed about their previcus experiences and attitudes about the course and education in general. Among the many reasons advanced for failure were getting a poor start, having expectations about the difficulty of the course based on the experiences of others, and various pressures, including the pressure imposed by having a tuition grant. Interview findings show the importance of cooperative incentives for learning, but they also indicate the negative effects of being mistaken in a cooperative learning situation. The implications for the college teacher are discussed. (Contains 41 references.) (SLD)

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The Effect of the Individualised Motives of Failure In The Learning Process

By Dr. Ahmed Alessa & Dr. Abdulaziz AL-Malik

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The effect of the individualised motives of failure in the learning process

By Dr. Ahmed ALessa & Dr. Abdulaziz AL-Malik

Introduction

The notion of motives of failure is justified if the deficiency is limited in the practicalities of the teaching process, but why does student individually fail, is sometimes unknown and ambiguous, it differs from a case to another. This is to yield a different description of failure caused by individualised motives and very little is known about such a category. (Manktelow, K. Over, D. 1990; Hill Winfred F. and Farrington N. Harllow, 1997). The paper focuses on the educational process only on the standardised organisational dimension of success. So it proposes that educators must go beyond actual interaction to achieve learning competence, if successful integration of participation analysis is to occur. An educator who is psychologically competent understands the relationship between basic learning functions and student individualised scope of learnability. (Steven J. Ball, 1996). Educators should use this understanding to design, facilitate, and manage student-centered multidimensional learning environment that enables student avoid all sorts of failure. As failure could emerge in various ways where the learning environment stands as a ground for the interrelated motives of failure that are fully connected to both teacher and student in various ratio. There is no standard range of each role individually. But the Teaching Staff Member has to handle what he finds in a way that highlights the developmental creative approach of teaching skills, which diminishes the chances of failure. The paper will hopefully stands as an evidence for the importance of renewing unlimited skill-trends with special emphasis on circumstantial input of education between student-student. And then highlights the need for immunity against all sorts of failure induced by individualised situational outcome including the student academic past. (**Murphy, P.K. & Alexander, P.A.** 1998). But investigating the motives of failure will not be successful without considering the previous performance along with the expected learnability in the light of actual renewing findings. (Widdowson, H.G. 1983). Reference to the research outcome we realised that the functional analysis is the right way to present a new style of problem solving for individualised motives of failure in the learning process.

Method

The sample of the study is categorised to investigate two levels of students those who scored above 80% and those who failed to score 60% (*the pass-mark*) in the intensive course of English Language program in ESP English for Specific Purposes (for Science & Technology). A directed course of study for Technology purposes in Riyadh College of Technology; in order to adopt a grounded approach to this research, a number of hypotheses were generated from a review of the relevant students' answers. Also, a working proposition was articulated around some of the issues concerning motives of failure in the learning process. The hypothesis is formulated as a part of the theory that (individualized psychological factors have got a remarkable effect on development of motives of failure in learning.)

We may need to originate the term (Motive) at the very beginning in order to clarify what we mean in this particular context.

> ***motive*** *| mtv | n. & v. LME. [(O)Fr. motif use as n. of adj.: A factor or circumstance inducing a person to act in a certain way; an emotion, reason, goal, etc., influencing or tending to influence a person's volition.*
>
> ([1]Excerpted from *Oxford Interactive Encyclopedia*. Developed by The Learning Company, Inc. Copyright (c) 1997 TLC Properties Inc. All rights reserved.)

The following eleven Questions were designed for the interview conducted in Riyadh College of Technology to interview the students individually in turn and record the responses along with the observation at the time of answer. This kind of observation has helped us to reach a clear response relatively to the prior information about each student in the course cycle.

Qualitative explanation to the questions used in the interview:

1. Previous experience imposed by a failed student.

(to what extent does this kind of experience affect the psychological readiness of learning, and develop unlimited negative attitude within the sequence of acquisition; in particular at the beginning of the course.)

(Measuring the level of effect)

2. Out of a sudden wrong impression about the course.

(to what extent does this impression hinder the flow of information for both the student not to be in the positive mood to learn; and the teaching staff not to master the healthy atmosphere for positive teaching input)

Measure the level of hindrance

3. Incompatible Collective mood of learning within the group.

(to what extent does this sort of negative mood affect the student readiness and lead him into the wrong way; as the incompatibility with the group mostly pushes the student not be ready to learn even if he is well-guided to work; because of lack of harmony.)

Measuring the level of effect

4. Collective mood of learning is more influential than individual readiness.

(to what extent does the collective mood supersede the individual readiness in learning, as student is usually driven by the collective mood rhythm which is sometimes lower in the learning rate than the individual's and directly leads to mass failure.)

Measuring the level of superseding

5. Interrelation between acquisition and accuracy.

(to what extent does this interrelation become too difficult to achieve; because a student may acquire a good amount of data, but still remains unable to use it properly; because of the lack of reasonable practice accuracy becomes very difficult to master.)

Measuring the level of difficulty

6. Previous knowledge decides the perception of learning.

(to what extent does this knowledge turn into a teaching deficiency, that a student is always familiar with the kind of learning he is used to and he is ready to go on the same cycle, that pushes him not to invest the new teaching input, so this gives more chance for low level of acquisition to occur.)

Measuring the level of deficiency

7. Supporting others when they tempt to answer the teaching staff.

(to what extent does this attitude destroy the student whole net of learnability... where it hinders him not to try, not to rely on his personal trial & cause a lack of self-confidence which prevents proper learning all through the course time.)

Measuring the level of destruction

8. Unknown course contents breed reluctance & edu. Misleading.

(to what extent does this experience spoil the student learning plan, where it creates a sort of confusion that automatically leads to poor follow-up and low level learnability.)

Measuring the level of confusion

9. Uneasy beginning leads to fossilization & failure of edu. Process.

(to what extent does this situation breed an impression of no way to succeed among students. Students are required to highlight the problem immediately to the Teaching Staff as the only one to change it by figuring out the right level of easiness that avoid overall failure.)

Measuring the level of impression

10. Usually frustrated when seeing others doing well academically.

(to what extent does this situation postpone self-motivation and increase the notion of (I am far beyond, so it is better to quit and not to look for more troubles.)Frustration is linked to individuality; the more a student works with the group the less frustrated he is going to be.

Measuring the level of frustration

11. Feeling like to drop the course when failed to do a simple task.

(to what extent does this situation make the student hesitant, restless and increase stress & anxiety where it turns into a learning difficulty e.g. not to do well in class either in oral participation or in written work.

Measuring the level of stress & anxiety

Two methodological steps:

The following two points were considered in processing the interview.

1. A review for the score of the students who were taken as a sample was done as per the attached graph to verify the reliability of the hypothesis
2. A Pilot interview was made on the five top students and the five bottom ones, to enable us to sort out the quality & type of questions used in the interview.

The Research Goal

The research is expected to help Teaching Staff Members be aware of the psychological motives of failure that lie behind the problem; as Teaching Staff Members do face some kind of problems that cannot be solved within the teaching time. Teaching Staff Members (TSMs) more often feel that they have to solve what they face before they go further in any teaching. How often does this happen? How far does it affect their controllability not to give way for such problems to occur. We are looking forward to stimulate interest and encourage Teaching Staff Members to think about the implications of their qualities, tolerance, teaching behaviour and communicative practice. Such implications can provide them with a conceptual context within which they can work creatively & effectively to avoid motives of failure among the groups they teach not only in teaching English for Technology, but in teaching other specialised courses in Technology (Ewer and Boys, 1981). The basic learning ability characterises the lack of any need for elaboration, transformation, manipulation of the input in order to achieve a better learning (AL-Malik, 1998)

In the detailed graph of the interview conducted in this regard. We discovered that only six items out of eleven clearly defined as significant scores on the graph. So it becomes a well-defined graph ready for analytical process, to fulfil the assumptions and entire research goal.

Discussion

1.1

Analytical review for the selected items:

The most effective items we ended up with in the list of the interview questions were number 1, 5, 6, 8, 9 and 11. We have to analyse the factors to clarify why they have been (very strong) & (strong) to the extent that they become the cause of failure. To give a clear classification for the six items; we need to go over the results of the interview conducted *(in January 99)*, where the graph showed the highest average of the three items 1,6,9. These three items have got the most significant response in the interview more than the other ones as the most effective motives of failure in the graph.

The analysis would go according to the hierarchy of importance; as follows... 9, 6, 1, 11, 5, and 8.

(9) Uneasy beginning leads to fossilisation and failure of Edu. Process.

Analysing the academic history of the students, we realised that the teaching staff is responsible for the implications of uneasy beginning. Good beginnings make good endings, and a teacher always expects his beginning headwork to be the best. Following the notion that headwork is the rule of running classes ...so the headwork that belongs to a later stage, much delays the education process than we think perhaps. (Bloom B. S. 1972, Battle & Shannon 1974). Uneasy beginning turns to be the most failing factor. This leads us to speak about the absence of intellectual input of the Teaching Staff Member to avoid uneasy beginning. He can easily avoid it by understanding students' level in relation to the material to be taught. And clearly expresses how teaching is an art more than a science, in a sense that one has to adjust his input relatively to the response of those who are waiting for an easy understandable beginning. Detecting the group he is to teach the teacher should focus on learnability within the response and how he could control the learning process all through the same line...and then go ahead with it. But what we have come across is somewhat different in this regard. We realised that students have been brought up in their academic history that the Teaching Staff is the core of the educational Process, in their perception, he could either activate or destroy it. Here we have to explain the difference between the two situations. *Being concerned with the educational process and being busy by educating the group*. If a Teaching Staff Member is to carry on motivating the group; not only by making the subject looks quite interesting, but by investigating the common ground of the group to decide which way to start with. He is then enriching students' learnability. But if he is busy with the educational process as a formal duty, he will then fail to understand the situational Educational need of the students. And being in such a position will automatically pin-down students not to help their teacher by suggesting a better beginning or even stop to review what is begun. This explains why they are normally turned into victims of such a phenomenon caused by the Teaching Staff Member who leads them to no way but failure. Therefore the failure of the educational Process is highly expected as a result of an uneasy beginning. To diminish the uneasiness along with the probability of failure, we have to consider the importance of the hierarchy of the teaching agenda as a first step of the successful teaching techniques.

1.2 The role of proper hierarchy of the Agenda in the Teaching Process

Proper hierarchy of the Agenda decides the easiness of the teaching process and brings the successfulness of the teacher/student communicative attitude up to the maximum. If the teacher fails for any reason to select the proper item of his agenda at the very beginning of the teaching process, he will definitely change the recipient attitude and make him uncertain of what is being taught. There are two perspectives of not to succeed in practising proper agenda. One is the kind of failing factor & the second is the block that hinders perceiving the required data. The first can be acquitted by defining the failing issues and stopping them. And the other can be acquitted by a new creative teaching input. Both require enough time to result the proper hierarchy, which is by definition, a good beginning without any misleading issues.

Item (6) Previous knowledge decides the perception of learning.

As it has been tested that Previous knowledge decides the perception of learning. One of the common educational principles is that students are generally linked to the previous achievement in their educational history. They normally tend to make an unsystematic judgement, which is always an internal activity, where no one can predict the outcome. That hidden and unseen outcome does make the student likely to repeat the same cycle of his previous performance whether it was successful or not. Being in such uncertain position explains how far previous experience has got a remarkable influence on our attitude whether we like it or not. (Clark,1995; Robert J.Matyska, Jr. National Business Education Associat. 1998, p.2).

So we argue the Teaching Staff Member to investigate previous knowledge at the very beginning of his teaching activity. We understand that most of the Teaching Staff Members do, but they do not often include it in their teaching plans. We came to this conclusion after asking some of our colleagues in an informal way. We realised that they have got an idea about the pervious knowledge of their students. But they normally do not count it in their teaching strategy, it does not have an effect on the way they handle their teaching priorities. And if they do, they just do it unsystematically; that is why there is no remarkable effect of being aware of it, unless it is systematically used.

Even the Teaching Staff Member himself sometimes hampers on the same perspective of the previous knowledge, not of the students, but of his own when he starts to tell his own pervious academic cycle regardless whether it is relevant to what he teaches or not. Here the Teaching Staff Member is most likely turns into a story teller repeating the previous teaching experience negatively. It is most likely quite passive as a result of the backdated teaching method, so the student learning future becomes unclear because of such non-creative attitude. This signifies the fact that what has been creative for the one group might not be the same for the other and what was effective last year might not be so for the next year. So the previous knowledge is to be taken selectively into account in the first place to avoid mass-failure and so to design a better teaching strategy accordingly.

Item (1)Previous experience imposed by a failed student.

One of the main interview outcomes is that students are likely impressionistic rather than being rational. We have noticed that when a student makes up his mind to take a particular step forward in his academic activity. e.g. (answering a question in the classroom.) he is very often hesitant until he receives some unwanted help from his colleagues as usual *(a random answer for the question he wants to answer)*. This becomes one of the deficient habits not only in classroom activity, but also in the very personal experience in the Learning process; e.g. (when homework or an assignment is required). We collected this kind of significant repeated evidence during the interview as additional outcome recorded on a separate sheet.

1.3 The hearsay attitude & the deviance of learnability

Reference to the cultural input of the hearsay attitude in some cases; students tempt to build up their idea about the new course they are to study from those who have gone through the same experience before; even if the idea they give, might not be relevant enough to be considered. And so the idea about the Teaching Staff Member who is assigned to teach the course. Students are almost used to designing their response & attitude inside classes not on the basis of what they find in the academic activity or on the immediate communication with their teacher, but most likely on what they heard about him. This is one of the difficulties that some teachers face and become very unable to sort it out due to the new experience with the yet unknown classes. What a Teaching Staff needs is more time to adjust himself to what may emerge, while students stick to what they have had in mind. It is quite difficult to change their mind or correct their idea. If one succeed to do so he will take a longer time to make them realise a different correct idea other than the ready made one. So there should be a breakthrough or an initiation from the Teaching Staff to rescue the teaching process along with the group learnability; otherwise it becomes an unexpected strong motive of failure derived only by the hearsay attitude, which is very often unchangeable. Here we have to point out the role of the teacher/student communication guided by the teaching staff himself to pre-set the learning atmosphere as an essential step of avoiding failure. The hearsay is quite easy to refute if it is at the early stage before it is circulated among the students and becomes very difficult to change. A Teaching Staff Member could functionalise keen students in the group against those who validate uncertain hearsay impractical issues to master a full control over the group.

As a result of the above mentioned, students become very much affected by the unsuccessful experience transferred to them as a concrete evidence in shaping their response especially when the story is told by a failed student. The significant phenomena is that they do not normally try to stand against what is told or lead their own way in the light of variety of circumstances, the difference of personal characteristics or individual experience. But they are usually affected and influenced by the experience of the failed student, because of the similarity of education cycle, learning habits, and the mechanism of evaluation. What makes them to accept it easily is the way a failed student uses to convince others trying to find a way to justify his failure to make it acceptable to those new comers in order to build up a better personal image among them. So any student who may have similar academic features or unable to guide himself out of what he faces, would expect growing failure mechanism regardless the academic competency he may have. (RCT interview; 1999). Moreover these kind of students expecting to fail simultaneously spread such feeling among the group. Very few students who succeed not to be affected or oppressed by the false general notion of expected failure.

What we are concerned with is not the analytical capability which enables a student to assume an equation between the failed student story and the personal analytical model on what he is to learn. But the interpretative capacity which enables the student make sense of the story told to enhance his personal psychological readiness to avoid failure all through the course-time. (Widdowson 1984:25). This would secure the shield against the strong influence of a failed student and help students to overstep similar connected motives of failure successfully.

Item (11)Feeling like dropping the course when failed to do a simple task.

One of the findings in the interview is that students are often very hasty to get the net result of Education, so they jump to conclusions very fast, and sometimes build up a concept before even verifying the validity of the result. Meanwhile it is not easy for them to change their mind after they have gone through such experience to the extent that they produce *'But & might be statements'* if anyone tries to change their stigmatised perspective. They stick to it; this guided us to go further in our investigation to categorise motives into two categories:
1st. Built-in motives ... self-generated from the personal experience
2nd. Acquired ... directed by the outer stimulus.
Student is the centre of focus of the educational process. This will assist the Teaching Staff to decide what are the requirements to use in order to take the student up to a successful level. Also explains that there is an unseen personal-input in both categories to do the necessary remedy.

1.3 But & might be statements' and the diminishing learnability

We need to explain the particular usage of *But & might be statements* in such a situation. Students are prepared to do particular learning tasks during the course time. They use these statements to avoid what they do not like or reluctant to accept within the methodology of teaching. It is one of the effective ways they use to change their teacher's mind to stop what he does or hold him to lead the teaching cycle the way they prefer even if it affects the volume of what they have to learn during the contact hours. Although this seems somewhat acceptable as student negative attitude, but it diminishes the teaching input as well as strongly affects learnability.
This rhythm of thinking makes them easy decide

This rhythm of thinking makes them easy decide on dropping the whole course on the one hand and increases the lack of self-confidence on the other hand. These two psychological situations do push students to seek for another alternatives other than carry on studying; mainly to seek for a job or go back to the job where they have come from to be admitted.

One of our significant observations is being hasty and impressionistic causes the lack of self-confidence too. Because each of the two categories hinders self-satisfaction which is considered to be one of the core elements of self-motivation in the educational Process.

1.4 The Grant turns into stress & anxiety

Another subjective reason behind such feeling is that fear and anxiety of failure. Reference to the fact that almost all students are enrolled as a well-selected group of candidates on a government full grant. They do not want to loose it by any means. As it looks more dignified if they drop than to be dismissed as a result of incompetence. They can find any acceptable excuse to tell when they are asked by anyone *(Why did you drop?)* whether it is a formal or informal question, as long as they have not yet gone through the experience of being tested or marked under the failure-line.

Item (5): Interrelation between acquisition and accuracy.

This factor differs qualitatively from the other highlighted factors. It comes as a result of an academic requirement. A candidate has to pass an English Proficiency Test with not less than 70%. It becomes one of the strong factors of failure, where students find themselves faced by an outstanding expected result that they were not used to be working for in their academic history. Acquisition is all right for them even if they are to be examined, but accuracy (*being accurate in what a student learns*) is not an easy requirement all through the course. Accuracy for them is another criteria of knocking them out of the course.

They look at it as a psychological barrier rather than an on going academic performance; that is why they are tense & worried. Meanwhile if they look at it as an ongoing academic achievement, they will easily pass the experience successfully. But most of the students claimed that they could acquire what they study for the exam and ready to do it with special reference to the exam-style they know. But not to be asked for accuracy of the subject they have learned. This is due to the particular understanding of the notion of accuracy among students, which is always linked to a difficult task that they are not primarily prepared for. They do not only refuse the link between the two functions, but they also stand against the idea in a way that fails them all through. For example *(writing & speaking);* being accurate in writing is much easier that being so in speaking; because the time factor is more flexible for correction in writing than in speaking. In speaking the listener is waiting for the counterpart to respond immediately, besides the fact that there is no way for editing tools and online assistance as it is the case in writing.
It is this kind of variety that makes item 5, a strong factor of failure.

Item (8)
Unknown Course Contexts breeds reluctance and education misleading.

One of the main findings in the interview is that students do not generally use the library or check additional resources other than the one assigned by the Teaching Staff Member. It has been realised that there are two main reasons for this phenomenon to occur. One is that almost all students do study only to pass the final exam. So this explains being worried about the course content and reluctant if there is anything unclear or seems to cause any academic pressure. The other is studying only for the final test diminishes the knowledge they acquire (**Widdowson, H. G. (1983)**. What they acquire does not meet their education ambition; at that time they feel lost, reluctant and start not to be satisfied with the quality of education they come out with at the end.

It was noticed that they generally get worried at the very beginning of all courses until they are told in details what the course contents are. They start to get worried again soon after figuring out the theoretical difficulty as a result of their negative imagination.

2 Teaching Staff Communication deficiency and the missing access of success

One of the fruitful types of experience in avoiding difficulty was once a student came to one of the Teachers in the college fully decided to drop the course. The Teacher told him to wait until he has the chance of meeting him on three different dates to measure the difference. The Teacher has done a good analysis for the psychological background of some similar undeclared cases in the same course. He discovered that the core factor was related to the characteristics of the new enrolled student when he is not academically oriented. Therefore special analysis for communication to discover the style of the utterance between the Teacher & the new student turns to be a must in order to draw out a number of practical conclusions which will diminish the portion of failure in general. So the following aspects are to be considered:

2.1 What does (SIU) have to do with learnability

SIU (situational input of utterance)
Normally the speaker tries the best of his ability to make the structure of his utterances suitable with his knowledge of the listener's mental world. So the speaker agrees to convey the information he thinks the listener doesn't yet know as new information. The listener from his part agrees to interpret all utterances in the same light. (Clark and Haviland 1977:4)
It is this kind of input that decides the successfulness of learning in particular the direct contact in the teaching time. And it diminishes the possibilities of failure on the other hand as a result of maintaining the required clarity in communication, which discharges all clouds of ambiguity. So *SIU (situational input of utterance)* has got a significant role to play in the student mind to avoid failure in his Learning Process

2.2 What does (FIU) have to do with learnability

FIU (formal input of utterance)

The formal input of utterance is to be well considered in the successfulness of the leaning process; based on the idea that what a teacher says is always formal to student to take for granted...e.g. *(deciding the course content, test timetable or setting a checking-criteria)* The student always adapt himself to go accordingly, and set his metal capability to act relatively to the formality of his teacher to show the image of harmony targeted by the teacher as a learning facility. It is this kind of facility, which is required to enrich learnability throughout teacher/student communication.

2.3 What does (IIU) have to do with learnability

IIU (informal input of utterance)

The informal input of utterance includes all what is to be said as informal talks inside or outside classroom as an indirect education, which facilitates the expected formal cycle of teaching input to a better learning possibility.

2.4 What does (ADRI) have to do with learnability

ADRI (Ability of distinguishing relevant information)

Being able to distinguish the relevant information will help the Teaching Staff cut short the way & concentrate on the required material and methodology within the teaching time. This quality of ability does take students direct to the point and strengthen students' learnability.

2.5 What does (CCOU) have to do with learnability

CCOU (capability of changing utterance)

If the Teaching Staff is capable enough to change his utterance production; (*changing his illustrative statements in a way that facilitates learning*), he will not loose the control over the group and easily masters the practicalities of success. Being able to change communication devices to suit the educational situation enriches students' learnability very much.

3. Education & learnability through Student-educator value

We may need to redefine the Value in education in general in order to refine the research outcome and clarify the conclusions. A value indicates the act of choice, a preference, and a judgement on the part of the one who makes a choice. Then what values in learning that help students avoid failure (**Clarke, D. F.** 1989). There are some learning habits that really highlight the value of education; such as the habits of taking notes inside classroom or group work before starting the lesson. Meanwhile some other habits decline the value of Education such as the computerised system of giving notes in the case of non-understandable issues. It is this, which an educator should pay attention to in order to increase the chances of successful attitude on the one hand and diminish the possibility of failure on the on the other.

3.1 How far does co-operative incentives help avoid failure

From the interview we discovered that co-operative incentives are quite necessary to avoid failure, but the most significant role of co-operation in the learning process is that the individualized perspective is quite valuable to explain (*the way the student thinks he will benefit from the co-operative incentives).* It is clear that under certain conditions co-operative incentives open the door for students to enjoy more freedom to help each other, which directly leads to increase collaborating behaviour. But what we need to explain is that *the degree to which collaboration is valuable to student academic performance.* As it may quite failing instead. This depends on the task and outcome measures. (Garibaldi, A.1979). A student helps himself very much among his colleague in different ways, but the most reliable one is sharing knowledge with colleagues in the light of the given material. We realised that a student is always ready to share knowledge, but at the same time he regrets being mistaken especially if it is an unexpected mistake where he is fully confident that he is right. The unexpected chock not only makes

him loose sharing knowledge, but pins him down to the extent that he starts not trust his first answer and shrinks gradually until he fails.

We discovered that the unexpected mistake ruins the student psychological readiness, which is a very important aspect of the learning requirements. Almost all the interviewed students have said that they become more shy and perplexed in the second trial. So they prefer not to answer.

3.2 Unexpected mistake and the unpleasant experience

From observation we came across the idea of checking the relation between the *unexpected mistake* & psychological readiness of the learner. Battle and Shannon. (1974). (The term unexpected means unexpected by the student to discover that he is wrong. ... *And the mistake is the one that a student makes unexpectedly when he is fully confident that he is right...).* This kind of mistake leads to unpleasant experience where the Learning process turns into complete failure. Hill, W.F. (1980-1997). We have come across various findings through the interview that support this claim, the most important one is the effect of the unpleasant experience on learning.

3.3 Unpleasant experience affects student's learnability

It is a sort of anxiety if the learning trial automatically ends with an unpleasant experience whether to the Teaching Staff or to the new enrolled student. On the other hand expecting an unpleasant experience is an unpleasant time where one keeps thinking of how to behave until the unpleasant experience is over.

Our analysis to the statistical results led us to decide which of the above items is more serious. It also supported us basically to highlight the need for considerable attention from psychologists, and education Psychology experts to decide which way to approach each of the items individually within an efficient collective perspective.

4. Cognitive Techniques

Cognitive techniques and student behaviour

A number of studies have used cognitive-behavioural treatments of general anxiety with mixed results Bobrow D. and Collins (1975) to decide on student behaviour. Being afraid of failure is a sort of anxiety that is directly projected in students' behaviour. Fortunately we have come across a few observations that enabled us to sort out some cognitive techniques to better the outcome of the learning process and enhance student learnability in Riyadh College of Technology

4.1 Factor analysis and motives of failure

This statistical technique is used to determine the minimum number of factors, or abilities that are required to explain the observed patterns of correlation between two factors.

> *"The basic idea is that any two factors correlate very highly with each other are probably measuring the same underlying ability." Atkinson Rita L et al. (1993) p471.*

This leads us to involve shifting the centre of attention from the Teaching Staff to the student as an agent of change in order to avoid all sorts of failure within the course cycle. And also involve shifting from the requirement of the groups defined by their occupation and academic roles to the claim of individual experience and the development of self-knowledge.(Widdowson, 1984; Allwright, 1977,1979, Holec 1980).

So the cognitive techniques are especially designed to suit the variety of context and subject matter in the learning process to avoid failure. We discovered that our cognitive cycle involves the same cycle of Gagne's types of learning-from single learning to problem solving. This justifies our adoption to Gagne (1965:58-59) who identified his following eight types of learning in an easy hierarchy:

1. Single learning
2. Stimulus-response learning
3. Chaining
4. Verbal association
5. Multiple discrimination
6. Concept learning
7. Principle learning
8. Problem solving

Specific Special Results

We realised that there are three specific dimensions (in Riyadh College of Technology) that lie behind creating or increasing the power of motives of failure; they are very interrelated that they normally take place in sequence one after the other.

1. The college academic requirements to achieve a better standard for the sake of stating a concrete policy and a good reputation very often stand as a strong source of frustration for the average students who used to be marginal in their academic performance. We argue Teaching Staff Members to understand this type of frustration at the very beginning in order not to be stuck with its repercussions as a motive of failure during the teaching activities.

2. Students' pre-stigmatised demand limits their acquisition as they are usually influenced by some kinds of syllabus, course of study or individual experience that is reported to them by a colleague or a friend in the same school zone. From the interview we understood that what usually happens is that those friends just inform them about their personal experience and students just follow the hearsay experience. Reference to the fact that to be compared by someone who is in the same age and experience is most likely to be accepted than to be rejected. And this gives students no confidence to do well regardless the teaching input. So there should be an orientation period for the sake of transitional immunity to equip the new enrolled students not to fail unexpectedly.

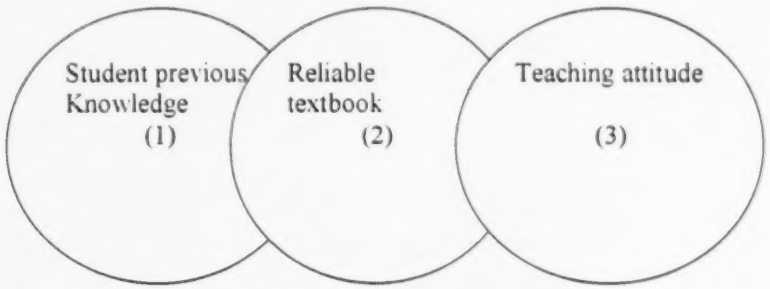
3. Lack of precise temporal orientation for the teaching staff so as not to fail the course system by any unstructured negative educational attitude claimed to be creative. This sort of teaching attitude will definitely generate the motives of failure and make them too stiff to change.

Conclusions

- One of the conclusions after we have had enough collection of observations in the interview is the missing of Self-regulation in the Acquisition Process. It has been quite clear to us from the way student expresses his hesitation, uncertainty and seeking advice of how to manage himself within the group in the teaching time. The evidence is that all the questions asked by the student interviewed were about the best way to follow up in order to grasp what is taught and how to maintain Self-regulation in learning.
  - Teaching stimulates the educational process only by indirect effect which must be mediated by learning, that is why the need for teaching creativity emerges; in our perspective good teaching results good Education and good students open the door for the teacher to evaluate and improve himself.
  - Teaching Staff Members have to clearly clarify the distinction between aims and objectives in order not to open the door for ambiguity in terms of 'learners' needs'.
  - A Teaching Staff Member must distinguish the goals that are practicable from those which are unlikely to be achieved within the teaching span.
  - Shifting the centre of attention from the Teaching Staff Member to the student as the agent of change to avoid all sorts failure in the course cycle. And shifting from the group requirements to the individual experience in developing the educational process.

- Three interrelated-circles

What we intend to clarify is that a teacher should be free enough to figure out the three interrelated-circles:



One. Where the students are. Are they psychologically ready to use their previous knowledge to straighten understanding?

Two. What should they start with to cope with the course textbook. Can they start by themselves or should they be guided in a certain way?

Three. What sort of teaching attitude to use to achieve the maximum of the course objectives?

If these three aspects are smoothly handled, the course will run smoothly regardless the deficiency caused by the student-hidden reluctance or any ups & downs in the course material hierarchy.

Tables & Graphs

The sheet used for the interview

The effect of motive on failure	Very strong	Strong	Weak	None
1. Previous experience imposed by a failed student.				
2. Out of a sudden wrong impression about the course.				
3. Incompatible Collective mood of learning within the group.				
4. Collective mood of learning is more influential than individual Readiness.				
5. Interrelated function of acquisition and accuracy.				
6. Previous knowledge decides the perception of learning.				
7. Supporting others when they tempt to answer the teaching staff				
8. Unknown course contents breed reluctance & education Misleading.				
9. Uneasy beginning leads to fossilization & failure of education Process.				
10. Usually frustrated when seeing others doing well academically.				
11. Feeling like dropping the course when failed to do a simple task.				

Motives of failure in the learning process in Riyadh College of Technology

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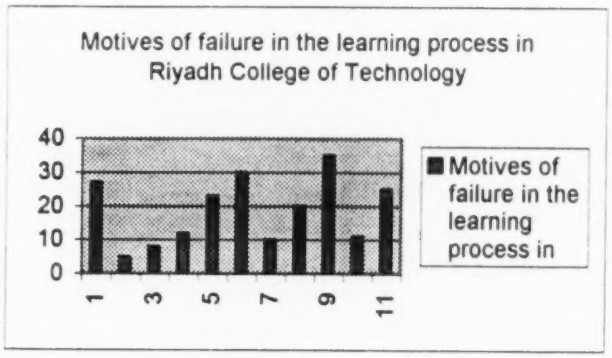

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